

**Fordham University  
Graduate School of Education  
Division of Curriculum and Teaching  
Lincoln Center Campus  
Fall Semester - 2013**

## **CTGE 5534-L04 Beginning Reading and Writing in Inclusive Classrooms**

*Daily Schedule of Course Topics, Readings, Assessments, and Tasks:*

### **Week 7 – October 24th**

- Topic: Phonics/Word Recognition, Part One
- Reading: Cecil, “Chapter 5 – Phonics, Sight Vocabulary, and Fluency: Why and How” (Pages 83 to 100, 18 pages)
- Task: Complete the “San Diego Quick Assessment of Reading Ability” with your focus student and bring it to class.
- Response Blog – Assignment #6:
  - Respond to a classmate’s fifth blog post (respond to a post at a blog you have yet to visit).
  - During class six, we explored the components of phonological and phonemic awareness. In light of the assessment results for your focus student within this aspect of literacy knowledge and ability, what lesson might you design to address one of the identified challenges/areas of need for your student? If your particular student had no challenges/areas of need, create a hypothetical one for this exercise. Create a brief draft plan and post it to your blog.